

Handbook of the School Counseling Program

Department of Counseling, School and Educational Psychology

**Graduate School of Education
University at Buffalo
State University of New York**

2020-2021

While this handbook has been developed to assist you throughout this academic program, it does not constitute the whole of UB or GSE policies concerning students. It is the student's responsibility to be aware of and comply with all policies, procedures and deadlines.

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Mission

The Graduate School of Education is a professional school with a social mission in the public interest. We create and apply knowledge informed by research on human development, educational policy, pedagogy and information science.

The Department of Counseling, School and Educational Psychology's mission is to inform and influence the fields of education, counseling and psychology through scholarship.

The hallmark of professional degree programs at research universities is that they teach not only the “how to do it”, but the “why it’s done that way” – in other words students become schooled in evidence-based practice. The program is based on a philosophy that includes respect for human diversity and emphasizes accountability. Its purpose is to develop reflective counselor educators who possess the highest qualities of practice, scholarship, service, and leadership.

Mission of the UB School Counseling Program

A profession that focuses on the relations and interactions between students and their school environment with the expressed purpose of reducing the effect of environmental and institutional barriers that impede student academic success.

The profession fosters conditions that ensure educational equity, access, and academic success for all students K-12. To accomplish this function, the trained school counselor must be an assertive advocate creating opportunities for all students to nurture dreams of high aspirations. They assist students in their academic, social, emotional and personal development, and help them to define the best pathways to successfully achieve their dreams. Serving as leaders, as well as effective team members, school counselors work with teachers, administrators and other school personnel to make sure that each student succeeds. As consultants, they can empower families to act on behalf of their children by helping parents/guardians identify student needs and shared interests, as well as access available resources.

The function necessarily requires focused attention to students for whom schools have been the least successful—poor students and students of color. A concentration is required on issues, strategies and interventions that will assist in closing the achievement gap between these students and their more advantaged peers. Measurable success resulting from this effort can be documented by increased numbers of these students, as well as other students, completing school academically prepared to choose from a wide range of substantial post-secondary options, including college.

School counselors have an enormous impact on the choices students make and their future options. They are ideally positioned in schools to serve as advocates, creating opportunities for all students to define, nurture and accomplish high academic aspirations. Yet, school counselors have been left out of the standards-based education reform movement and little or nothing has been done to prepare future counselors to serve as advocates for all students, especially low- income students and students of color.

UB School Counselors will envision:

- Leadership
- Advocacy
- Teaming and Collaboration
- Counseling
- Assessment and Use of Data
- Principles of Transforming School Counseling
- National School Counselor Training Initiative
- Transforming School Counseling Initiative

In looking to improve the educational experience for students, school counselors need to lead in multicultural awareness efforts, pupil assistance committees, mentoring programs, student leadership development, connection with external constituencies, and political activism (Clark & Stone). School counselors also need to be leaders in championing healthy choices, respect for students and families, social justice, healthy environments for schools, and most of all, the development of students and families (Cole & Ryan, 1997; Kurpius & Rozecki, 1992; Smaby & Daugherty, 1995).

To Students

This is your guide to the EdM and CAS programs in School Counseling. Everything that you need to know is included about coursework, placements in the schools, and procedures to follow. Read this manual thoroughly as you begin the program and then consult it for information as questions arise. It includes information related to university and departmental policies and procedure, coursework, residency and candidacy requirements, and the comprehensive examination. **Students are responsible for knowing the information and complying with the standards contained in the student handbook.** Read and review its contents carefully and refer to it throughout the course of your program. Consultation with your advisor, Program Director, or Department Chair is recommended if you require additional information or need clarification.

While this handbook has been developed to assist you throughout this academic program, it does not constitute the whole of UB or GSE policies concerning students. It is the student's responsibility to be aware of and comply with all policies, procedures and deadlines.

The School Counseling Program reserves the right to amend, alter, and update the policies, procedures, or other information provided in this handbook as needed. Students will be notified of any and all changes, revisions, and amendments to the material in this handbook via Email and in future editions of the handbook.

To Cooperating Counselors

This handbook is written for the students but is provided to you to give you an overview of the coursework those students take prior to, and as they work in the schools. The sections on *Placement in the Schools, Supervision, and Evaluation* are most relevant to you as well as some of the Appendices.

To School Counseling Advisory Board Members

This handbook is provided to you so that you have a clear sense of our program, the coursework, school placements, and suggestions given to students as they advance through the program.

Overview of Graduate Program

Department Acronyms and Abbreviations

- AC = Advanced Certificate
- AGC = Advanced Graduate Certificate
- CAS = Certificate of Advanced Study
- CASA = Certificate of Applied Statistical Analysis
- CE = Counselor Education
- CPSP = Counseling Psychology/School Psychology
- CSEP = Counseling, School and Educational Psychology
- EdM = Master of Education
- EPQM = Educational Psychology and Quantitative Methods
- GSE = Graduate School of Education
- MA = Master of Arts
- MHC = Mental Health Counseling
- MS = Master of Science
- MCWE = Mindful Counseling for Wellness and Engagement
- PhD = Doctor of Philosophy
- RC = Rehabilitation Counseling
- SC = School Counseling
- SP = School Psychology

School Counseling Faculty and Staff Members

<http://ed.buffalo.edu/counseling/directory/faculty.html>

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Department Programs

The School Counseling Programs are part of a number of programs that comprise the Department of Counseling, School and Educational Psychology.

Degree Program

AC in Applied Statistical Analysis

AGC in Mental Health Counseling

AC in Mindful Counseling for Wellness and Engagement

AC in Rehabilitation Counseling

CAS in School Counseling

EdM in School Counseling

MA in Educational Psychology and Quantitative Methods

MA/AC in School Psychology

MS in Mental Health Counseling

MS in Rehabilitation Counseling

PhD in Counseling Psychology/School Psychology

PhD in Counselor Education

PhD in Educational Psychology and Quantitative Methods

Program Director(s)

Dr. Jaekyung Lee

Dr. Sabrina Musson

Dr. Catherine Cook-Cottone

Dr. Kayte Conroy

Dr. Tony Tosado

Dr. Janice DeLucia

Dr. Jaekyung Lee

Dr. Rebecca Vujnovic

Dr. Sabrina Musson

Dr. Daniel Wong

Dr. Rebecca Vujnovic and Dr. Wendy Guyker

Dr. Timothy Janikowski

Dr. Jaekyung Lee

Graduate School of Education (GSE)

<http://ed.buffalo.edu/about/directory/staff.html>

The Department of Counseling, School, and Educational Psychology is part of the Graduate School of Education (GSE). The three other departments that comprise the GSE are Educational Leadership and Policy (ELP), Learning and Instruction (LAI), and Information Science (IS). The GSE Dean's Office is located in 367 Baldy Hall (ph. 716-645-6640). The GSE administration includes:

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The UB Graduate School

All UB graduate degrees come from the University Graduate School , located at 408 Capen Hall, ph. 716-645-2939 (not to be confused with the Graduate School of Education).

The EdM and CAS in School Counseling must conform to the guidelines set by the Graduate School, whose Policies and Procedures (P&P) are located in the on-line Policy Library:
<https://grad.buffalo.edu/succeed/current-students/policy-library.html>.

The Dean of the Graduate School is Dr. Graham Hammill, who is also the Vice Provost for Graduate Education.

Department Student Organizations

Graduate Student Association

The Department's Graduate Student Association is a part of the University Graduate Student Association. Consequently, a prorated share of your fees is available to the Department Student Association. These fees are used for sponsoring colloquia, symposia, and other informal learning opportunities, for degraying costs of social events, and for securing needed educational materials for the use of students in the Department. The Department GSA operated on the basis of a constitution, and officers are elected annually.

One of the clubs assisted by the GSA is the CSEP-GSA (the department chapter). It is important to support this organization and get involved in its activities. With GSA support, CSEP students have many social and professional activities. In addition, CSEP-GSA usually conducts at least one professional or research program each year. Meetings of the organization are announced in classes, student listserv (email) or on the departmental bulletin board.

In addition, the Department solicits from GSA nominations of students to serve on major committees in the Department in the Graduate School of Education. For example, a student sits in on all Departmental meetings, another serves on the GSE Executive Committee, and so on.

The Committee for Social Justice and Inclusion (CSJI):

The Committee for Social Justice and Inclusion (CSJI) is a CSEP student organization. The CSJI supports the CSEP department's mental health and school professionals in training to advocate for social justice and inclusion through education and outreach. Meetings in the form of workshops, training, and peer-to-peer discussions are offered on a monthly basis during fall and spring semesters. There are also opportunities for community service in the greater Buffalo community.

In addition to providing support to peers, the CSJI also functions as a conduit for the expression of student concerns and feedback to faculty.

Alumni Association

GSE Alumni Association: <https://ed.buffalo.edu/alumni.html>

Professional Association

Students enrolled in a graduate level counseling program may join the American Counseling Association (<http://www.counseling.org/>) as student members at a reduced rate of dues. Membership includes a variety of benefits including a quarterly professional journal, newsletters, and reduced dues for conferences, professional insurance, and more. Students in the School Counseling program are also encouraged to join the American School Counselor Association, www.schoolcounselor.org, and the New York State School Counselor Association, www.nyssca.org.

General Degree Requirements

The various degree programs in GSE involve a number of general requirements of which the student should be aware. More specific requirements are listed in the section of this Handbook dealing with the degree the student is pursuing. Students in the program must abide by the Graduate School policies found at: <http://grad.buffalo.edu/succeed/current-students/policy-library.html>. The following are among the more important general requirements:

Statute of limitation

EdM students are required to complete their degree within five years from date of matriculation. A petition must be submitted to the Graduate School to extend the time limit to complete the degree. Such requests, if granted, usually come with additional requirements. The petition is found at: <https://grad.buffalo.edu/content/dam/grad/study/pet-extension.pdf>.

Continuous registration

All students in the university must maintain continuous registration (register for at least one credit hour in both Fall and Spring semesters prior to graduation) in order to retain their status in a degree program. Students who have a valid reason for not registering for a given semester must apply for a leave of absence by submitted a petition to the Graduate School signed by the student, faculty advisor, and Department Chair. The petition is found at: <https://registrar.buffalo.edu/pdfs/gradleaveofAbsence.pdf>. This petition must be submitted and approved prior to the end of the semester the student is taking the leave of absence. The leave of absence is only valid for the period of time specified, and normally granted for a maximum of one year, unless there are extenuating circumstances. Students who fail to maintain continuous registration without a valid leave of absence approved by the Graduate School will be automatically dropped from the School Counseling Program and will need to re-apply to the program if they wish to continue working toward the degree. If the student is approved to return, there will be a \$350.00 reactivation fee required to be paid by the student before the student is able to enroll for courses.

Course completion

Students must satisfactorily complete all courses required for the degree on which they are working.

Graduation requirements

In order to graduate, the following must be complete and in appropriate offices by specified deadlines:

1. The student must apply for graduation in HUB by specified Graduate School deadlines: Spring graduation (June 1) deadline is February 22; Summer graduation (September 1) deadline is July 15; and Fall graduation (February 1) deadline is October 15.
2. All milestones for the program must be complete in the student's academic advising report (AAR).
3. Original transcripts from undergraduate and graduate universities other than UB must be received by the Registrar.

The School Counseling Master's (EdM) Degree

Program Overview

The program in School Counseling seeks to educate individuals assisting children and adolescents in educational settings to cope with developmental and remedial tasks involving educational, vocational and personal-social needs. Graduates of the School Counseling Program are expected to be able to apply a diverse repertoire of helping strategies and techniques, conceptualize and implement a comprehensive program of school counseling services, and engage in evaluation of their efforts. The definition of the school counselor and thus, the training provided in this program is based on current definitions and training standards of the American Counseling Association (www.counseling.org) and the American School Counselor Association (www.schoolcounselor.org). The EdM degree meets the requirements in New York State for *Provisional Certification* as a School Counselor THROUGH SEPTEMBER 1, 2022. NEW REQUIREMENTS GO INTO EFFECT SEPTEMBER 2ND, 2022. The current 24 CAS meets the educational requirements for *Permanent Certification* if one possesses a Provisional Certification by September 1st, 2022 **Faculty will keep you updated about changes that may affect you.**

Appendix A contains the Role Statement: The School Counselor and School Counselors Competencies from the American School Counselor Association. *Appendix B* contains the National Standards for School Counseling Programs of the American School Counselor Association. Since group work, both psychoeducational and counseling groups, is an essential part of the school counselor's job, the Association for Specialists in Group Work

(<http://www.asgw.org/>) Training Standards are used as the basis of the group work courses and are included in *Appendix C*. The American School Counselor Association webpage also contains relevant information: www.schoolcounselor.org. A useful listserv is the New York State School Counseling listserv. To subscribe, e-mail nyssca@yahoogleroups.com.

Primary responsibility for advisement in the Program in School Counseling is assumed by Drs. Janice DeLucia and Luis (Tony) Tosado who will teach courses and advise students. Several adjunct faculty who are practicing school counselors regularly teach courses. We also have a Placement Coordinator for School Counseling, Mr. Robert (Bob) Farwell, who arranges placements and conducts site visits. The School Counseling Advisory Board consists of approximately 25 practicing school counselors and administrators who meet twice yearly to provide feedback and suggestions for the program as well as interview applicants.

Selective Retention

The Program in School Counseling reserves the right to terminate the program of any student on the basis of intellectual and/or non-intellectual performance if such performance is deemed deficient by the staff upon careful and prolonged deliberation of available evidence.

Academic Integrity

Our commitment to standards of Academic Integrity is at the very core of a UB education. Academic dishonesty will be determined using the UB Graduate Academic Integrity Policy. Unprofessional or unethical behavior (as defined by ASCA, ACA, APA, NASP and ASGW) are grounds for failure of this course. Confidentiality is extremely critical in this course.

Ethical and Professional Behavior is defined by **American Counseling Association** and **American School Counselor Association** *Ethical Standards* and **Association for Specialists in Group Work** *Best Practice Standards* and *Principles for Multicultural and Social Justice Competence Principles for Group Workers* (See *Appendices E, F, G, and U*). *Appendices H and I* contain an Ethical Decision-making Model and Guidelines for Avoiding Ethical Pitfalls endorsed by the **American School Counselor Association**.

Specific Course Requirements for EdM in School Counseling

The EdM in School Counseling requires 36 credits required credits. The required courses are as follows:

Course Number	Course Name	Credits
CEP 503	Tests and Measurements	3
CEP 596-SC ^{1&2}	Fieldwork ³	3
CEP 597-SC ^{1&2}	Counseling Practicum ³	5
CEP 618	Principles of Counseling Practice ^{4&3}	3
CEP 634	Multicultural Counseling ³	3
CEP 644	Counseling with Children and Adolescents ⁵	3
CEP 645	Introduction to School Counseling ⁴	3
CEP 653	Foundations and Principles of Counseling ⁴	3
CEP 658	Introduction to Group Work ^{3&5}	4
CEP 680	Career Development ^{3&4}	3
CEP 700	Portfolio Development	3
	Total Credits ²	36

1. Fieldwork and Practicum require students to spend a minimum of one and a half days per week in the schools (150) hours over the course of the semester.
2. Also required for the NYS certification are 2 two-hour workshops, Mandated Reporter Workshop and Schools Against Violence Education which are completed as requirements for 596 & 597; and 6 hours of DASA training (Dignity for All Students).
3. These courses include practice role-plays and activities that promote self- disclosure and self- awareness. Students will not be graded on their self-disclosure, self-awareness, and personal growth. As a counselor in training, it is strongly recommended that each student engage in additional activities that promote self-awareness and personal growth throughout their graduate program and professional career.
4. Must be taken prior to or concurrently with CEP 596 Fieldwork.
5. Must be taken prior to or concurrently with CEP 597 Practicum.

School Counseling Suggested Completion Schedules for the EdM

EdM Full Time Sample Schedule

Session I (Summer)		
Course	Course Name	Course Credits
CEP 653	Foundations and Principles of Counseling Theory	3
CEP 680	Career Development	3
	Total Credits	6

Semester I (Fall)		
Course	Course Name	Course Credits
CEP 596-SC*	Fieldwork	3
CEP 618	Principles of Counseling Practice	3
CEP 645	Introduction to School Counseling	3
CEP 503	Tests and Measurements	3
	Total Credits	12

Session I (Winter)		
Course	Course Name	Course Credits
CEP 700	Individual Guidance Project (Portfolio Development)	3
	Total Credits	3

Semester II (Spring)		
Course No	Course Name	Course Credits
CEP 597-SC*	Counseling Practicum	5
CEP 644	Counseling with Children and Adolescents	3
CEP 658	Introduction to Groups	4
	Total Credits	12

Session II (Summer)		
Course No	Course Name	Course Credits
CEP 634	Multicultural Issues in Counseling	3
	Total Credits	3

EdM Part Time Sample Schedule

PLEASE NOTE THAT THIS IS A PLAN BASED ON CURRENT AND CHANGING REGULATIONS FOR CERTIFICATION AS A SCHOOL COUNSELOR IN NEW YORK STUDENT. CONSULT WITH YOUR ADVISOR EACH SEMESTER TO ENSURE TIMELY COMPLETION AND FOR APPROVAL FOR ANY VARIATION TO THIS PLAN.

Semester I (Fall)		
Course No	Course Name	Course Credits
CEP 645	Introduction to School Counseling	3
CEP 503	Tests and Measurements	3
	Total Credits	6

Semester II (Spring)		
Course No	Course Name	Course Credits
CEP 644	Counseling with Children and Adolescents	3
CEP 658	Introduction to Groups	4
	Total Credits	7

Semester III (Summer)		
Course No	Course Name	Course Credits
CEP 680	Career Development	3
CEP ###	Foundations and Principles of Counseling Theory	3
	Total Credits	6

Semester IV (Fall)		
Course No	Course Name	Course Credits
CEP 596-SC*	Fieldwork	3
CEP 618	Principles of Counseling Practice	3
	Total Credits	6

Session I (Winter)

Course	Course Name	Course Credits
CEP 700	Individual Guidance Project (Portfolio Development)	3
	Total Credits	3

Semester V (Spring)		
Course No	Course Name	Course Credits
CEP 503	Tests and Measurements	3
CEP 597-SC*	Counseling Practicum	5
	Total Credits	8

Part-Time Status

Part-time students in the program must register for a minimum of six (6) hours each semester. A waiver for one semester may be obtained from the program director. A leave of absence for one semester may also be obtained from the program director. Requests must be in writing prior to the beginning of the semester.

Coursework Guidelines for the EdM

The following guidelines for coursework choice are based on Graduate School policies, GSE school policies, CSEP departmental policy, and School Counseling program requirements:

1. All coursework must be at the graduate level.
2. No more than 6 credits may be transferred from another institution towards the EdM
3. No more than 12 credits as a non-matriculated student may be used towards the EdM
4. All courses must be completed with a grade of B or better to be used towards the EdM
5. The degree must be completed within four years of the first date of matriculation.
6. Students need to maintain continuous registration each academic year (Fall and Spring) from the time they matriculate until they graduate.
7. Coursework may only be used towards one degree unless special arrangements have been made. See Appendix D for Procedures for Dual Degrees or Programs.

Portfolio Development

All Graduate students at UB must complete one of the following: thesis, research project, comprehensive exam, or portfolio. All students in School Counseling are required to successfully develop a portfolio prior to the awarding of the Ed.M. degree. Students should register for 3 credits of Portfolio Development (CEP 700).

Timeline for EdM

Listed below is a timeline for completion of materials and requirement for graduation.

First Year:

April	Mail in Acceptance form and preference for level of school placement
May	Interview with potential Cooperating Counselor
By August 1 st	Register for Fall courses Obtain UB card and E-mail address for communication*
October	Register for Spring courses; Advisement in Fieldwork or by meeting with Dr. DeLucia
December	If conferring June 1 st (End of Spring Semester), Apply for Graduation through the HUB Student Center. Academics → My Academics → Apply for Graduation
January	Turn in Portfolio for Review
February	Register for Summer courses Give preferences for school placement to Placement Coordinator for CAS Internship
March	If conferring August 31 st (End of Summer Session), Apply for Graduation through the HUB Student Center. Academics → My Academics → Apply for Graduation Pass Portfolio Interview (<i>See Form 17</i>)
April	Register for Fall courses; June and August conferral get TEACH Authorization Form to the CSEP Academic Advisor
June	If conferring June 1, apply online for New York State Provisional Certification (Guidelines in <i>Form 11</i>)

Second Year:

August	If conferring August 31 st , apply online for New York State Provisional Certification (Guidelines in <i>Form 11</i>)
October	Register for Spring courses

School Counseling EdM Planning Worksheet

Required	Course Name	Credits	Semester	Instructor	Grade
CEP 503	Tests and Measurement	3	Fall		
CEP 653	Foundations of Counseling Theory	3	Summer		
CEP 680	Career Development	3	Summer		
CEP 644	Counseling with Children and Adolescents	3	Spring		
CEP 645	Introduction to School Counseling	3	Fall		
CEP 596-SC	Fieldwork	3	Fall		
CEP 597-SC	Counseling Practicum	5	Spring		
CEP 658	Introduction to Group Work	4	Spring		
CEP 618	Principles of Counseling Practice	3	Fall		
CEP 634	Multicultural Counseling	3	Summer		
CEP 700	Individual Guidance Project.: Portfolio Development	3	Winter		
	Total Credit Hours:	36			

School Counseling Certificate of Advanced Study (CAS)

Current New York State certification requirements mandate a sum total of 60 hours for *Permanent Certification* as a School Counselor. THIS CHANGES IN SEPTEMBER 2022 SO PLEASE DISCUSS IMPLICATIONS FOR YOU WITH YOUR ADVISOR. The program at UB awards the EdM degree upon completion of 36 hours as detailed. Upon completion of the EdM, the student is eligible to apply for *Provisional Certification* and may then work as a school counselor in New York State. After completion of an additional 24 credits (CAS) and two years of appropriate experience, the student is eligible to apply for *Permanent Certification* in New York State. Applications for certification are now online. See *Form 11* for directions.

Specific Course Requirements for CAS in School Counseling

A total of 24 credits are required for the CAS, 15 credits of specific required courses and 9 credits of electives. The specified required courses follow:

Course Number	Course Name	Credits
CEP 505	Group Work in the Schools	3
CEP 532	Understanding Statistical Research	3
CEP 600-SC ¹	Internship in the Schools	3
CEP 648	Organization and Administration	3
CEP 664	Process of Consultation	3
	Electives (Advisor approval required)	9
	Total Credits	24

Electives

A total of 9 credits of electives in Psychological, Sociological or Educational courses are required to complete the CAS. These courses are selected with advisor approval. It is **strongly recommended** that students take CEP 560 (Psychology of Learning) and CEP 541 (Human Growth and Development). All CEP courses are AUTOMATICALLY approved as electives. All other electives must be approved by Dr. Tosado in writing, based on submission of a syllabus prior to course enrollment.

School Counseling Certificate of Advanced Study (CAS) Planning Worksheet

Required	Course Name	Credits	Semester	Instructor	Grade
CEP 600-SC ¹	Internship	3	Fall		
CEP 664	Process of Consultation	3	Spring		
CEP 648	Leading and Evaluating Comprehensive School Counseling Programs	3	Fall		
CEP 532	Introduction to Statistical Research	3	Fall		
CEP 505	Group Work in the Schools	3	Spring		
Elective:		3			
Elective:		3			
Elective:		3			
	Total Credits	24			

¹ Requires one and a half days a week in the schools (150 hours total).

Coursework Guidelines for the CAS

The following guidelines for CAS coursework are based on Graduate School Policies, GSE school policies, CSEP departmental policy, and School Counseling program requirements:

1. All coursework must be at the graduate level.
2. No more than 2.4 credits may be transferred from another institution towards the CAS.
3. No more than 6 credits as a non-matriculated student may be used towards the CAS.
4. No more than 6 credits of independent study may be used towards the CAS (Must complete an Informal Course description form in *Form 13*).
5. No more than 6 credits of 600 may be used towards the CAS.
6. No more than 9 credits of 600 and independent study may be used towards the CAS.
7. All courses must be completed with a grade of B or better or Pass to be used towards the CAS.

After completion of two years of work experience: Apply online for permanent certification (Example in *Form 11*) and have documentation of two years work experience as a school counselor sent to the CSEP Academic Advisor.

Placement in the Schools

You are about to enter the "hands-on" phase of your education and training to become a school counselor. You have taken, or are currently taking, all the necessary course work to give you the knowledge, understanding, and know-how to perform many of the duties of a school counselor. Now, you will get to put into practice - under supervision - all that you have learned. You will find the process to be one of exciting discoveries - both relating to the profession and to yourself. For most of you, the experience will be frequently joyous, occasionally frustrating, and always challenging. To be a school counselor is to practice - arguably - the most difficult position in the educational enterprise.

In this section, you will find information to enhance the probabilities that your practice experiences will be successful. You should regard the instructions herein as extremely important; consequently, you will be held responsible for knowing everything in this manual. A useful website is www.wnyric.org as it provides links to webpages of school districts and general information about each district.

Important Personnel

Cooperating Counselors

It would be impossible to utilize what is essentially an apprenticeship form of training if it were not for the good graces and sense of professional duty of Cooperating Counselors in the schools. The remuneration that they receive for assuming the partial responsibility for your education is indeed modest and serves as much less of a motivator than does their professionalism. We are indebted to them and are grateful for their cooperation and collaboration. Consequently, you will at all times treat your supervising school counselor with respect and gratitude.

We have carefully screened all Cooperating Counselors, and we believe that each is highly competent. They represent the very best that Western New York has to offer. They will define for you the type of relationship that they want to have. Some will want to keep matters on a solely professional and formal level; others will be less formal. Whatever direction your relationship takes, it is determined by the supervising counselor. You should never assume professional equality. While the relationship may not exactly be superordinate-subordinate, you should always regard yourself as, at best, a junior colleague who is learning from a master counselor.

We believe that what your Cooperating Counselor says about you is extremely important. His or her evaluation will be an essential part of the University's overall assessment of your fitness to perform the role of a school counselor. You should regard these individuals as mentors,

gurus, --persons who are wise and who can help you understand how to be the very best counselor you can be.

Fieldwork and Practicum Instructors

In conjunction with Fieldwork and Practicum placements in the school, you are required to take a course (CEP 596-SC, CEP 597-SC, and CEP 600-SC). The instructors for each of these courses are responsible for placing you in a school (in cooperation with the Placement Coordinator), assigning a grade, assuming continuous liaison with the school, providing an appropriate curriculum of learning experiences, and offering, via discussion, an opportunity to clarify all aspects of the practice experience.

If you have any negative concerns about your placement or your individual supervision, you should first go to the instructor or the Placement Coordinator and discuss the issue. If the instructor or the Placement Coordinator feels that a direct conversation with either the Cooperating Counselor and/or the Placement Coordinator is appropriate, he or she will give you permission to do so and offer you guidance regarding how best to approach the situation. Please know that the possibility of a negative experience is remote. *Under no circumstances are you to confront a Cooperating Counselor without following this procedure.*

University Supervisors

During your Practicum experience (CEP 597-SC) during the spring, you will have a second supervisor in addition to your Cooperating Counselor.

This person will be an advanced doctoral student at the University who will provide individual supervision of your counseling sessions. That is, the person will focus on your counseling *process*, on how some of your personal traits affect your counseling, on intensive case management, etc. The University Supervisor and the Cooperating Counselor will be performing complementary roles. For example, if you have a possibly suicidal student, the University Supervisor might discuss if a lethality assessment is appropriate, how to do it, and so on. The Cooperating Counselor would inform you of District policy with regard to such situations and provide any appropriate background information on the student. Your University Supervisor will help you hone your case conceptualization and intervention skills.

It is your responsibility to come *on time* to individual supervision sessions, to be prepared within the guidelines set by your supervisor, and to engage actively in the supervisory process. Your University Supervisor will also provide the School Counseling Program with a descriptive evaluation of your skills. It is expected that you will set up a regular weekly meeting time of an

hour and meet weekly for 12 weeks. Extreme sickness or emergencies are the only reasons for canceling supervision sessions; all cancelled sessions must be rescheduled within one week.

Placement Coordinator

Mr. Robert (Bob) Farwell is the Placement Coordinator for School Counseling. He is responsible for coordinating fieldwork, practicum, and school placements. Initially he assigns, in conjunction with Dr. DeLucia, potential placements, makes site visits, and provides feedback about student progress. This position is part-time and due to COVID restrictions, he will not be on campus. . IT IS BEST TO CALL HIM DIRECTLY ON HIS CELL,716-481-5970. HE IS ALWAYS WILLING TO TALK. Do not text unless it is a quick question. His e-mail is: farwell2@buffalo.edu

Approaching the School

Here are some suggestions for facilitating your transition into a school and for enhancing your experience in the school.

Contact

In all cases, Cooperating Counselors have indicated to the Placement Coordinator their willingness to take on a counselor in training. They have expressed a desire, however, to have certain procedures followed that allow them a degree of freedom in terms of whom they take. These procedures typically involve the counselor in training candidate's undergoing an interview with the counselor, and, frequently, an administrator. If there are multiple candidates for a given District or if your interview -- for one reason or another -- does not go well, you may not be offered a position. If this happens, we shall provide you with another potential placement, and you will again go through the same process.

Appropriate Appearance

You should always dress "professionally" for interviews and during your practice experience and be well-groomed. Appearances mean a great deal -- fairly or unfairly. Your self-presentation skills will follow you throughout your life. The sooner you get them honed to a fine edge, the better. Counselors, teachers, and administrators like people who are genuinely energetic and enthusiastic (don't we all!). They do not like people who are listless, apathetic, overbearing, ungracious, ungrateful, know-it-all, or otherwise obnoxious. They want to be sure (insofar as they can gauge from a single interview) that you are open to supervision, that you can assume appropriate initiative and responsibility for your own education, and that you are going to be a proper representative of the School Counseling Program in the District. After you are in the school, you may -- with the Cooperating Counselor's permission -- alter your dress to suit the local mores (if staff, for example, dress less formally). In no case, are you to become "friends" with students. Some of you will not be far removed in age from some of

the students whom you will be helping. Your relationship with them should be solely and completely professional.

Time Commitment

You are expected to spend a *minimum* of one and one-half days per week in the school. The "day" is defined as the time counselors are expected to be present (e.g., 7:45 a.m. to 2:45 p.m.). In addition, however, you are urged to spend at least an additional half-day in the school. Further, if an occasional after-school activity is appropriate for you to attend (e.g., Parent Night, Orientation, College Fair, Career Fair, etc.), you should make arrangements to be there. You should be in the school at least 10 hours a week for a total of 150 hours a semester.

You must appear promptly at the start of each day and be on-time for all appointments. Your attendance should be perfect (except for things such as sickness or closed roads). Any time you miss a day, you must make it up at the convenience of your Cooperating Counselor. Further, you are expected to attend and to be on time for every class session.

Confidentiality

Many professionals consider confidentiality to be their primary ethical responsibility. Students and/or their parents generally have the right to determine who will have access to information about them. You should know your school's policy regarding such matters as release of information, safeguarding records, sharing information with colleagues. Know also the exceptions to confidentiality, such as the reporting of abuse, dangerousness to self or others, and so on. Follow all school rules with regard to records leaving the building or making copies where names are legible.

KNOW THE ETHICAL CANONS OF THE SCHOOL AND FOLLOW THEM ABSOLUTELY.

Taping will be discussed in Fieldwork and Practicum class. Ethical Codes are included in *Appendices E, F, G, and U*. A model of ethical decision making as well as guidelines for avoiding ethical pitfalls as suggested by the **American School Counselor Association** are included in *Appendices H and I*.

Activities

All of the following activities are both appropriate and desirable for you to experience under the aegis of your Cooperating Counselor. In some cases, however, your Cooperating Counselor will be unable to provide you with each and every learning experience. You should keep track of what experiences might be lacking so that you can be sure to get them during the school year that is required for your CAS. (See section on Activity Log Sheets and *Form 1*).

Orientation to the School and the District

Especially for those of you who do *not* have teaching experience, but, in fact, even for those who do, it is important to understand the school as an organization and as a social system. Consequently, time spent with your Cooperating Counselor in which you learn about all aspects of the District and the system is well spent. Look into the District's philosophy and goals, its public relations materials, BEDS data, District plan for shared decision-making, faculty handbooks, state report cards, enrollment data, mission statements, and so on. You will be required as part of Fieldwork to interview school social workers, special education coordinators, school nurses, other pupil support workers, and selected teachers regarding their roles and their sense of collaborative efforts taking place. Also, you will spend a day with guidance personnel at different levels from that at which you are placed. For example, if you are in a high school, you will spend a 1/2 day in a middle school and 1/2 day with an elementary school. You will attend an open meeting of the Board of Education to view policy-making in action. Each District and each school has a unique "personality." It should be fun for you to discover what it is in terms of your placement.

Orientation to the School Counseling Program

Your Cooperating Counselor should provide you with an overall orientation to the School Counseling Program. This introduction includes examining all extant documents (e.g., the Guidance Plan, scheduling forms, course descriptions, follow-up data relating to post-high school plans, occupational education and special education data, school profile, guidance newsletters, materials for conducting structured groups, forms, cumulative records, psychological testing, and so on. See confidentiality section above). It also includes a description of how the unit is locally organized (e.g., who bears responsibility for what) and of how it fits in the K-12 program (e.g., what articulation takes place).

You should discuss with your Cooperating Counselor the philosophy of the Program, and the counselor's relationship to and with administration and teachers. Try to schedule at least one formal session to interview each counselor in the school.

Technology

Become familiar with and use extent technology in the school. Included in this activity would be:

- 1) Scheduling Input. Most schools will have their own data processing system. Try to experience all aspects of scheduling from meeting with students and parents through obtaining a printout. Scheduling is also typically a time to provide educational counseling.
- 2) Major Interactive Systems. Experience for yourself programs such as scheduling programs and college and career readiness programs (e.g., Naviance,

- PowerSchool, Eschool) Talk with students regarding their reactions to these types of exploratory programs.
- 3) Other Interactive Systems. If the school has other interactive systems (e.g., study skills, SAT preparation, values sorting, occupational descriptions, conflict resolution, and so on) experience these. In addition, it may be hooked into the College Board's guidance and application network. Use it.
 - 4) Videotapes. Most schools will have a monitor and VCR in the Guidance Office (sometimes called a Counseling Center, Student Assistance Center, Student Support Center or some other term) or in the Career Center (sometimes in the library). Almost all will have slickly produced college videos. View a college with which you are familiar and draw some conclusions. Your Cooperating Counselor might give you an assignment to videotape visiting college representatives (especially those from local colleges at which many students matriculate). Ask hard questions. Students can then view the tapes when appropriate. Other guidance-related tapes may be available. View them and make some judgments about their recency, accuracy, and user-friendly nature.
 - 5) The Internet. The school should have Netscape or some other internet access system, surf to find some guidance-related sites.
 - 6) Internet E-mail. If internet E-mail exists, become part of the network.
 - 7) Grading. Understand the electronic data processing system by which teachers' grades are translated to report cards.
 - 8) PowerPoint. Try to give a presentation in which you use PowerPoint or some other multimedia form of transmitting information.
 - 9) Other. Investigate any other technological aids in the school, such as distance education, electronic transmission of applications, and so on.

Transitioning

Try to gain experience in as many different kinds of transitioning as possible.

- 1) School Transitions. Orientations involving the rite of passage from elementary to middle school or from middle school to high school.
- 2) Students New to the System. Transfers into the system require assimilation and orientation.
- 3) School to Work. The School to work transition is a process that requires counselor intervention.
- 4) High School-to-College Transition. Guidance and counseling of the college-bound takes a big chunk of counselor time in the high school.
- 5) Other Transitions. For example, to BOCES, from regular curriculum to special education or vice versa, and so on.

Scheduling

Part of educational counseling involves scheduling, in terms of helping students select a course of study (e.g., occupational education, college preparatory, etc.), a major (e.g., a sequence of courses in science, math, business, music, etc.), and specific courses (including all those needed as requirements to graduate). Try to gain practice in each of these areas.

Structured Group Work

Try to gain as much experience as possible in as many of the following types of interventions as possible. The **Association for Specialists in Group Work Professional Standards for the Training of Group Workers (Appendix C)** contains descriptions of the four types of group work and training experiences to gain competence in each area: Task and work, psychoeducational and guidance, counseling and therapy groups. A school counselor should spend much of his/her time providing psychoeducational and guidance, and counseling groups.

- 1) *Class Presentations*. Present guidance-related information to a class-sized group (or a larger group). Try to get practice in making a multi-media presentation. An example might be initial test interpretation or orientation to the world of work.
- 2) *Affective Discussions*. There are times when you work with a class-sized group or smaller and you want to discuss rather than present information. For example, groups like Banana Splits, Lunch Bunch, and so on are representative.
- 3) *Group Counseling*. An effectively deeper mode of intervention is group counseling, whereby the resources of group members are marshaled in the service of addressing mutually limiting concerns. These foci might include, for example, handling anger or grief, dealing with substance abuse or any other kind of abuse, coping with a variety of challenges, etc. You might begin by co-facilitating such a group and then taking sole responsibility. Appendix L contains an article by Whitman, Morgan, and Alfred (1996) that provides recommendations for effective group co-leadership.

Non-Counseling Interventions

There are a number of non-counseling techniques with which you should have experience. All of these are forms of consultation.

- 1) *Negotiation and Conflict Resolution*. These are forms of trying to resolve disagreements between students and teachers, students and students, and so on. Certain basic skills are necessary to effect these interventions.
- 2) *Consultation*. (general). Provide direct service to individuals to help them develop coping skills or indirect services to third parties (e.g., parents, teachers, administrators, other pupil support workers, etc.).
- 3) *Referral*. Helping a student to attain assistance from another in-school or out-of-school source.

- 4) Contracting. Setting up schedules for students to ensure that they understand desired behaviors and outcomes.

Counseling Interventions

In order to assure your development as a counselor, you are provided with individual supervision for one hour per week from a University supervisor during the Spring Semester. The university supervisor is interested primarily in process variables and case conceptualization. Your university supervisor makes many of his or her judgments on the basis of audio-tapes with which you supply. Therefore, it is absolutely essential that you record 3 to 5 student sessions consistently and that you always have 3 ready for supervision each week. These requirements and the procedures for taping are discussed in your Practicum class.

There are many forms of counseling. You should experience as many as possible. Most of these will occur doing Practicum rather than during Fieldwork. Although presented here as mutually exclusive categories, the types may, in fact, overlap. In general, school counselors will use techniques that are very action oriented. For that reason, Reality Therapy and Solution-Focused Therapy are popular intervention philosophies.

- 1) Career Counseling. Obviously, one of the primary social and legislative mandates for school counselors is career counseling in its broadest sense. You should have experience in working with individual students to discuss the career aspects of their lives.
- 2) Problem Solving or Decision Making. Counseling of this nature is solution- focused and involves generating and systematically considering alternatives, choosing the best, and implementing it.
- 3) Self-Understanding. Students will occasionally want to understand themselves at a deeper level than they currently possess or to understand in more depth how they affect others.
- 4) Developmental Issues. Dealing with developmental issues, such as death, relationships, dating, and so on are certainly appropriate foci for school counselors.
- 5) Supportive Counseling. There are times when students may be experiencing some test anxiety or distress and simply want reinforcement and support.

Public Relations

Your Cooperating Counselor may wish you to get involved in public relations efforts, such as the school's Guidance Newsletter or whatever periodic publication is offered for students and parents. Any home-school cooperative effort is fair game for your time and energy.

Research

It would be useful to become involved in any action research taking place in the school. It is perfectly legitimate for Cooperating Counselors to utilize your time in gathering, collating, and

analyzing data necessary for the performance of the guidance function; for example, determining class rank and academic average, making sense of college applications and their disposition, determining how and why students choose various vocational education curricula, analyzing failure patterns, conducting follow-up studies, and so on.

Meetings

Attend all local school meetings and all District meetings of the counseling staff. If in Middle School, attend team meetings at which your Cooperating Counselor would normally be present. Attend faculty meetings and any other appropriate meetings.

Special Education

You should become familiar with the work of the school's Committee on Special Education and how their IEP's impact on counselors. Try to attend a meeting and to get some experience working with Special Education students.

Most Valuable Activities

For several years, students were asked to list the two or three most valuable experiences of their fieldwork placements. The results are displayed below. You may wish to share this list with your cooperating counselor.

Working with special groups or school programs	XXXXXXXXXXXXX
Learning administrative and technical tasks	XXXXXXXXXXXXX
Participating in team meetings	XXXXXXXXXXXXX
Observed interactions between counselors/parents/teachers/admin	XXXXXXXXXXXXX
Participating in CSE meetings	XXXXXXXXXXXXX
Observing Counselor Sessions	XXXXXXXXXXXXX
Working with and meeting professionals	XXXXXXXXXXXXX
Making classroom presentations	XXXXXXXXXXXXX
Attending programs/conferences	XXXXXXXXXXXXX
Visiting other schools	XXXXXXXXXXXXX
Gaining career information and specialized knowledge	XXXXXXXXXXXXX
Participating in counseling	XXXXXXXXXXXXX
Working with students (other than counseling)	XXXXXXXXXXXXX
Helping students with college preparation	XXXXXXXXXXXXX

Observing more than one counselor	XXXX
Observing crisis intervention/conflict resolution	XXXX
Positive experience with counselor/supervisor	XXX
Gained info about community/school agencies, services, programs	XXX
Increased knowledge about school requirements	XXX
The chance to give input and feedback	XXX
Observing classes	XXX
Setting up job shadows	XX

Activity Log Sheets

For each semester of Fieldwork, Practicum, and Internship, students should complete weekly log sheets that detail their activities in their school placement. Form 1 contains the *Activity Log Sheet*. Turn in at the middle and end of the semester, signed by your Cooperating Counselor, to be put in your permanent file. The format is included in *Form 1* – you need to input it into an Excel file to compute totals.

Supervision

As with virtually all beginning counselors-in-training, you will likely be both highly motivated to do well and anxious about your abilities to become a good counselor. Supervision is a developmental process; that is, advances come in relatively small increments over a protracted period of time. Initially, you will be highly dependent on your supervisor. With the passage of time, you will gain more autonomy and self-confidence. You will have some fears; good supervision occurs only when you conquer these issues. These include the anxiety of self-examination (to help others, you must first know who you are) and the anxiousness caused by not wanting to admit ignorance. It is the duty of your supervisor to create conditions of mutual trust in your relationship that will allow you to discuss initial feelings of inadequacy which will disappear and feelings of competency will emerge. Feelings of defensiveness and resistance will dissipate and feelings of empowerment will rise. Your supervisors, both in school and on campus, are there to support you, to encourage you, and to enhance your self-efficacy.

Supervision should represent the single most valuable aspect of your education and training as you become a school counselor.

Supervision consists of an emphasis on three areas; (1) Case conceptualization of a student based on a theoretical framework, (2) Planning and practice of possible interventions with

students, and (3) Discussion of personal issues as they interfere with case conceptualization and interventions with students.

Over the course of the program, you will have a series of supervisors. Your Cooperating Counselor each semester will be a supervisor. In addition, during your Practicum semester, you will be assigned a University Supervisor to provide specific feedback and help enhance your counseling skills.

The Nelson and Johnson (1999) article on supervision for school counselors has been included in *Appendix L* as an orientation for students and as a refresher for Cooperating Counselors and University Supervisors. The DeLucia-Waack chapter (2001) on supervision of group workers has been included in *Appendix L* to provide a framework for supervision of group leaders individually, in co-leader dyads, or in a small group.

Evaluation

Students

Students are evaluated on the basis of their counseling skills and professional behavior at various points in their training.

During Fieldwork, students are evaluated in writing late in the semester by their Cooperating Counselor. The results of this evaluation are shared with the student and then a copy forwarded to the Placement Coordinator. The student formally receives a grade in Fieldwork at the end of the Fall semester based on the Fieldwork instructor's evaluation, of work in class and from feedback from the Cooperating Counselor. *Form 2* contains a copy of the Evaluation Form.

During Practicum, the student is evaluated at mid-semester and at the end of the semester by the University Supervisor specifically on their case conceptualization and counseling skills. The results of these evaluations are shared with the student and then a copy forwarded to the Practicum Instructor. *Form 3* contains a copy of the Evaluation Form.

The Cooperating Counselor also evaluates the student at the end of practicum. The results of this final evaluation are shared with the student and then a copy forwarded to the Placement Coordinator. *Form 4* contains a copy of the Evaluation Form. The student formally receives a grade in Practicum at the end of the Spring semester based on the Practicum instructor's evaluation of work in class and from feedback from the Cooperating Counselor and the University Supervisor.

During Internship, the student is evaluated at mid-semester and at the end of the semester by the Cooperating Counselor specifically on his/her case conceptualization and counseling

skills, as well as professional behavior. The results of these evaluations are shared with the student and then a copy forwarded to the Practicum Instructor. *Form 8* contains a copy of the Evaluation Form.

Cooperating Counselor

Each student provides the Practicum Instructor with an evaluation of the supervision received from his/her Cooperating Counselor at the end of Practicum. *Form 5* contains a copy of the Evaluation Form.

Site

Each student provides the Practicum Instructor with an evaluation of the school site and the activities in which he/she participated over the year at the end of Practicum. *Form 6* contains a copy of the Evaluation Form.

University Supervisor

Each student provides the Practicum Instructor with an evaluation of the supervision received from his/her University Supervisor at the end of Practicum. *Form 7* contains a copy of the Evaluation Form.

Specific Requirements for Courses with School Placements

There are two courses with school placements for the Ed.M.: Fieldwork (CEP 596 SC) and Practicum (CEP 597 SC), and one for the CAS: Internship (CEP 600 SC). Each of these placements requires a commitment of one and a half days a week in the school (approximately 10 hours a week for a total of 150 hours over the course of the semester).

Upon completion of this three-course sequence, students will:

- 1) Understand the school as a social system
- 2) Observe the complete range of school counseling activity within a comprehensive guidance program
- 3) Perform, under supervision, all activities of a school counselor
- 4) Apply legal and ethical standards
- 5) Understand how ethnic, racial, and cultural differences affect student use of guidance services
- 6) Observe how school counselors perform within a pupil services team (e.g., school psychologists, school social workers, school nurses, etc.)

CEP596 SC: Fieldwork in the Schools (3 credits)

Fieldwork is the first of a three-course sequence that permits the student to practice the entire range of functions of a school counselor. In Fieldwork, emphasis is placed on all aspects of the school counselor role, except individual counseling – that aspect will be emphasized during Practicum and Internship, the two remaining courses. It is ideal that students begin to immediately observe and shadow the Cooperating Counselor in all aspects of his/her work, Counseling and non-counseling oriented interventions, and then gradually move toward co-facilitation of such activities. Ideally by the end of the semester, the student should be able to provide a range of interventions to individual students, small groups, and classes with supervision and feedback from the Cooperating Counselor. The apprentice model of observing, then co-facilitating, then facilitating with feedback is the preferred mode during Fieldwork and Practicum.

In order to become familiar with the school as an organization and the role of the school counselor, students are required to complete a series of observations and interviews.

The specific events to be observed typically include:

- 2 classroom observations (at least 30 minutes each) of teachers. (Focus your attention and discussion on learning styles, teaching styles, and classroom management strategies)
- 2 classroom guidance activities by school counselors. (Focus your attention and discussion on goals of activity, interventions, and processing questions)
- Parent conference
- Counseling department meeting (Focus your discussion on leadership)
- School District Board of Education Public Meeting
- Teacher department meeting (Focus your discussion on style)
- CSE meeting (Focus your discussion on style)
- Psychoeducational group session (Focus your discussion on style)
- Counseling group session (Focus your discussion on style)
- 3 individual counseling sessions focused on personal issues
- 3 individual or small group counseling sessions focused on career development
- 6 hours (3 hours at each level) of school counselors at different levels than your placement
- Professional Development workshop
- Counseling Organization meeting
- Professional Organization Conference (e.g., NYCA, NYSSCA, NYASGW, ACA, ASCA, APA)
- Mandated Reporter Training Workshop
- Schools Against Violence Education Workshop

- DASA Training Workshop.

The specific personnel to be interviewed typically include:

- School Psychologist
- School Social Worker
- Special Education Teacher
- Principal
- School Nurse
- Health Teacher
- 2 Classroom Teachers
- Counseling Department Secretary
- School Counselor at another level than you are placed

CEP597 SC: Practicum in the Schools (5 credits)

Practicum is the second of a three-course sequence that permits the student to practice the entire range of functions of a school counselor. In Practicum, emphasis is placed on all aspects of the school counselor role, but also specifically focuses on individual counseling and group work.

Students are expected to have a caseload of 5 to 7 students with whom they work using individual counseling techniques on a variety of career and personal concerns. It is desirable that students see a range of issues and length of treatment (e.g., some for a session or two, some for 6 to 8 sessions, one or two students for the entire semester).

Students must be able to record 3 to 5 student sessions weekly and bring those recordings to their University Supervisor for discussion. During Practicum, students must accrue 40 hours of individual counseling contact with students (personal and career issues) and 10 hours of group work (classroom guidance, psychoeducational, and counseling) based on CACREP standards.

Summary of Weekly Activities:

- 1) 10 hours in school
- 2) 3 hours in class
- 3) 1 hour with University Supervisor
- 4) 2-3 hours reviewing tapes of students and group work
- 5) 2-3 hours making case notes

CEP600 SC: Internship in the Schools (3-6 credits)

Internship is the third in a three-course sequence that permits the student to practice the entire range of functions of a school counselor. In Internship, the emphasis is placed on exhibition of the range of school counselor activities and behaviors. The student and Cooperating Counselor at the beginning of the semester decide on goals for the student over the course of the semester focusing on areas with which the student would like further experience. A copy of these goals is turned into the Internship Instructor by the 4th week of the semester.

International Students Information

International Student Services

<http://www.buffalo.edu/international-student-services.html>

210 Talbert Hall

Buffalo, New York 14260-1604

(716) 645-2258

isss@buffalo.edu

Immigration Services

<http://www.buffalo.edu/immigration-services.html>

1 Capen Hall

Buffalo, New York 14260-1604

(716) 645-2355

immgsvc@buffalo.edu

Financial Aid

<https://financialaid.buffalo.edu/international-students/>

1 Capen Hall (North Campus)

114 Diefendorf (South Campus)

(716) 645-8232

UBFA@buffalo.edu

Campus Resources and Services

Departmental Resources

Student Lounge Due to COVID-19, the lounge will be closed until further notice.

The Gilbert D. Moore Room (415 Baldy) is used as a classroom, but may be open for other student-related use such as meetings, receptions, and the like. Additionally, the Robert Rossburg Memorial Lounge (adjacent to 415 Baldy) was constructed with funds donated from the estate of Dr. Rossburg. It is open during business hours and accessible by combination lock after hours. This lounge provides students with a comfortable study and social environment and is equipped with couch, recliner, table & chairs, computer, telephone, refrigerator, and microwave. Use of the Rossburg Lounge is a privilege that requires conforming to the use guidelines that are posted in the lounge. The Department reserves the right to control who has access to the lounge, and use privileges may be revoked for disruptive or abusive behaviors.

Secretarial Services

Students may not use the Departmental secretarial services unless they are doing work specifically and directly for a professor in conjunction with their assistantships.

Photocopying

There are photocopying/scanning machines located in the various libraries and elsewhere on campus. Departmental copiers cannot be used except by department staff for department business.

Financial Information

The CSEP Department offers a limited number of assistantships. These are awarded on a competitive basis. Students are limited to no more than two years of support from this source, although other sources of support may be available for third- and fourth-year students. The award carries with it a tuition scholarship for up to a maximum of 9 credit hours. The awardee is expected to work up to 20 hours per week, usually as a research assistant for two or more professors, or for a campus laboratory or project. The stipends attached to these assistantships change annually, but typically start at \$20,000.

There are also possibilities for securing research and administrative assistantships in other sectors of the University. These opportunities are posted throughout the year on Bullseye through Career Services: <http://www.buffalo.edu/career/bullseye.html>. Students in need of such assistance should check frequently. Likewise, part-time community-based jobs are also posted.

The State of New York provides several types of assistance to residents. Federally sponsored assistance programs, ranging from low-interest, deferred payment loans to work/study are also available. Because the number, types, and conditions of these programs change so frequently, they are not described here. Students are urged to become a resident of New York State as soon as possible, and to contact the Office of Student Accounts for further information on these programs.

University Information

CSEP Department Office	(716) 645-2484
Campus Police	(716) 645-2222
Parking and Transportation	(716) 645-3943
Accessibility Services	(716) 645-2608
UB Counseling Services	(716) 645-2720
Lockwood Library	(716) 645-2814
Health Sciences Library	(716) 829-3900

Note: Amherst (North) Campus telephone numbers begin with 645; Main Street (South) Campus numbers with 829. The area code is 716.

Computer Labs

Students may use any of the three GSE computer labs when classes are not being held in them. Labs are located in Baldy 14 (Mac), and Baldy 14a (PC).

Further information about GSE computer labs is available here:

<http://ed.buffalo.edu/current-students/all-students/technology.html>. Students also have access to any of UB's computing sites. See <http://www.buffalo.edu/ubit/service-guides/computing-sites.html>

Library Services

UB students have access to the University Libraries as part of the SUNY “world-class” library system. Consult the [University Libraries Student Support link](#) for more information concerning library services for students. All [University Libraries](#) provide specialized service and assistance for students, faculty, and staff with disabilities. Librarians have been specifically designated to each library unit. A Special Services Resource Room is available in Lockwood Library on the Amherst Campus for students with disabilities and study carrels are available in many libraries. You can call the Lockwood Library at (716) 645-2815 or -2817 for more information.

The University Libraries designates an Education Librarian, Cynthia Tysick, who can provide discipline-specific research assistance for students and faculty in the GSE. Contact Cynthia Tysick, 521 Lockwood Library, (716) 645-8629, cat2@buffalo.edu.

Editorial Assistance Program

Editorial Assistance and Tutorial Support is provided by the Graduate Student Association's (GSA's) Graduate Writing Center located in 310 Student Union. For further information, go to: <https://gsa.buffalo.edu/gsa-editing-services/>. If you have waived your GSA fee, you are not eligible for services.

There is also a Center for Excellence in Writing located on the 2nd floor of Baldy Hall (209 Baldy). The Center offers 45-minute consultations on your writing. To make an appointment visit: <http://www.buffalo.edu/writing/make-an-appointment.html>

Accessibility Resources

The University is committed to creating and maintaining a campus that is accessible to all students. The Office of Accessibility Resources (formerly the Office of Disability Services) is the University's coordinating center on behalf of people with disabilities. If you need any assistance or information during your educational experience at the University, you can contact the Office of Accessibility Resources, 60 Capen Hall, (716) 645-2608 (TTY (716) 645-2616).

Further information is available here: <https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>

Accessibility Resources assists students with a wide variety of problems they may encounter as they pursue careers or educational goals at UB. If you need advice, information, counseling, adjustments in class scheduling or worksite, help with on-campus transportation, study aids, placement help, adapted housing, campus orientation and mobility instruction, or other services that you cannot resolve yourself, you should contact Accessibility Resources.

Requests for accommodations do not automatically carry over for each semester. Students who are in need of assistance should alert each instructor during each semester a need is present.

University Policy and Procedures

Academic Integrity

Effective Fall 2019, UB's Office of Academic Integrity and/or the Office of Student Advocacy is the main source for faculty and students to seek guidance/advice on alleged academic misconduct matters as well as for students to only have one streamlined single appeal process. This policy includes a 3-step process at the graduate level.

First, the instructor and the student will attempt a **Consultative Resolution**. Second, the instructor will determine whether to impose **Sanctioning** or not. Third and final step is **Reporting**, in which the instructor sends the student a decision through UB e-mail, copying the department chair, dean, and Office of Academic Integrity. Should the student wish to appeal the decision, the student may submit an appeal request and the Office of Academic Integrity will make a determination as to whether the appeal has cause or not.

Examples of Academic Dishonesty, further clarification of steps taken, and descriptions of types of sanctions can be found at:

https://catalog.buffalo.edu/policies/academic_integrity_2019-20.html.

The Office of Academic Integrity (<https://academicintegrity.buffalo.edu/>) is located in 9A Norton Hall and the telephone number is (716) 645-3512.

The Office of Student Advocacy (<https://www.buffalo.edu/studentlife/who-we-are/departments/conduct.html>) is located in 520 Capen Hall.

Grievance Procedures

Students occasionally experience conflicts and disagreements with other students, faculty, and supervisors over the course of their graduate career. The usual procedure in such circumstances is to first raise the issue with the person in question and see if it can be informally resolved. If not, students should then seek the counsel of a third party. In all cases, the program director will be available to discuss these issues.

The preamble of the Graduate School Grievance Procedures states that it "is an objective of the Graduate School to encourage the prompt and informal resolution of grievances of graduate students as they arise and to provide recourse to orderly procedures for the satisfactory resolution of complaints. This set of procedures constitute a framework for the orderly and expeditious resolution of disputes. Effectiveness and efficiency, therefore, are key elements of such a framework. However, the concern of the Graduate School goes well

beyond an administrative interest in providing steps to be taken when one of its members has a quarrel with another. While recognizing and affirming the established principle that academic determinations are to be reached solely by academic professionals, it is the School's intention that to the maximum extent feasible its procedures secure equitable treatment to every party to a dispute. To that end, those who oversee the grievance process are charged to pay heed not only to issues of procedural integrity but also to considerations of substantive fairness." Find more information at <http://grad.buffalo.edu/succeed/current-students/policy-library.html> under "Academic Grievance."

Equity, Diversity and Inclusion

The Office of Equity, Diversity and Inclusion (EDI) manages and assists with the following UB policies:

- Discrimination and Harassment
- Reasonable Accommodation
- Religious Accommodation and Expression
- Web Accessibility
- Child Protection
- Sexual Violence Response Policy
- Student Preferred Name Policy

More information found at: <https://www.buffalo.edu/equity/policies.html>

Student Code of Conduct

The Student Code of Conduct outlines what is expected from you as a UB student. Here, you will find information about your rights and responsibilities, standards of behavior and an overview of student-related University policies.

During your first semester at UB, you will be prompted to read and affirm the Student Code of Conduct which may be found at <https://www.buffalo.edu/studentlife/who-we-are/departments/conduct.html>

Additional Rules, Regulations and Guidelines

You may also be subject to additional rules, regulations, procedures and guidelines as a member of the UB community. Here are some of the most commonly referenced resources.

The Good Samaritan Policy

The health and safety of UB students is our first priority. The Good Samaritan Policy eliminates disciplinary consequences for you and the people you are with if you call for help when drinking or using other drugs.

Guidelines for Reporting Bias-Related Confrontations and Incidents

UB is committed to a safe and inclusive environment. As such, UB has specific guidelines and procedures in place to respond to bias-related confrontations and incidents. Bias-related incidents are prompted by intolerant behaviors and illegal discrimination based on issues of: Race, Color, National origin, Sex, Religion, Age, Disability, Gender, Pregnancy, Gender identity, Gender expression, Sexual orientation, Predisposing genetic characteristics, Marital status, Familial status, Veteran status, Military status, Domestic violence victim status, Ex-offender status

Obstruction or Disruption in the Classroom

As a student, your behavior in the classroom affects others. We encourage you to arrive on time, pay attention to your instructors and focus on class materials during that time. While major obstructions or disruptions in class are rare, you should still understand the expectations for your behavior — as well as the consequences for inappropriate actions. Instructors are encouraged to review and enforce policies for addressing obstruction or disruption in the classroom.

Photography and Video

Photographs and videos of members of the University community are taken regularly, and are subsequently used for a variety of informational and promotional purposes. If you do not want your image to be used in this manner, it is your responsibility to advise the photographer/videographer accordingly. Should you choose to have any media asset in which you are depicted removed from the University's media repository, please contact University Communications at ub-ucom@buffalo.edu.

The Counseling, School and Educational Psychology Department reserves the right to amend, alter, and update the policies, procedures, or other information provided in this handbook as needed. Changes, revisions, and amendments to the material in this handbook will be published on the Counseling, School and Educational Department website and in future editions of the handbook.